

## **Title: Wacky Wearables**

*When Trash Turns Trendy*

**Grade:** 7th Grade (TAB)

### **Project Description:**

This lesson is taught using a choice-based art curriculum called Teaching for Artist Behavior, also known as TAB. The studio centers for this lesson will include an array of recycled materials/ trash. The students will have to reinvent the recycled materials/trash into any form of accessory or accessories they choose. There will be a fashion show critique at the end of the lesson.



### **Enduring Understandings:**

- (From NACS) **Creating:** Creativity and innovative thinking are essential life skills that can be developed.
- (From NACS) **Responding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

### **Essential Questions:**

- (From NACS) What conditions, attitudes, and behaviors support creativity and innovative thinking?
- (From NACS) How does learning about art impact how we perceive the world?
- (From NACS) What can we learn from our responses to art?
- Why is it important to use recycled materials and reinvent trash?
- How does having choice in the art room create independence as an artist?

### **Rationale:**

*This lesson specifically uses a form of TAB known as Modified Choice Based Studios. In this lesson, a general theme is introduced and materials are displayed for the students to pick and choose what they wish to use. The student has the choice to pick which recycled materials they want to explore. The entire class will be making recycled accessories out of trash, but the materials will be different and the type of accessories will vary. They have no guidelines on how to make anything, so exploration in craft is emphasized.*

**Content:** The student has the freedom to come up with subject matter for their final artwork. The only requirement is that their project has to be an accessory or a wearable item made out of recycled parts.

**Media:** The students will be making their projects out of recycled materials and trash. Most of the supplies has been donated to the art room by parents/ and guardians or teachers. Living in a world with so many objects and so much trash, it is important for today's youth to learn how to reinvent objects.

**Approach:** Hopefully this lesson will encourage students to play with unconventional materials and broaden their schema to what art is. I want to encourage all students to see objects with a blank slate and create a true transformation of trash into a completely new object. The lesson to reduce, reuse, and recycle needs to be instilled in today's youth, in order to protect our environment.

**Goals: Students will...**

*(From the Studio Habits of Mind)*

- **Develop Craft:** Learn to use and care for tools and materials/ Practice and develop skills and techniques.
- **Engage and Persist:** Learn to embrace problems of relevance within the art world and/ or personal importance, to develop focus conducive to working and persevering at tasks.
- **Envision:** Learn to picture mentally what cannot be directly observed, and imagine possible next steps in making a piece. To use imagination, innovation, and/or invention.
- **Express:** Learn to create works that communicate an idea, feeling or personal meaning.
- **Observe:** Learn to look closely or in a new way to see things that others may not.
- **Reflect:** Learn to think and talk about your work and the work of others. Learn to judge your own work and the work of others. Examine your own creative process.
- **Stretch & Explore:** Learn to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.
- **Understand (Arts) Community:** Learn to interact as an artist with other artists and within the broader society.

**Objectives: Students will...**

- Observe current contemporary artists transform trash into art.
- Explore recycled materials and discover how reducing, reusing, and reinventing can make our world a more sustainable place.

- Create artwork using trash/ recycled supplies.
- Present their artwork to the class by partaking in a fashion show critique.
- Fill out a rubric discussing their rationale for creating their accessory and explaining one or two habits of mind they focused on.

**Materials:**

- A large assortment of recycled items/ trash such as old circuit boards, cans, bottles, old film strips, old fake flower wreath, old puzzle pieces, old playing cards, styrofoam containers, etc.
- Pliers, wire, glue, scissors, needle tools, xacto knives, cutting boards, riveter, soldering gun (only used by one student, his soldering kit from home).

**Vocabulary:**

Sustainability, Recycle, Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, Understand the Art World, Innovation, Riveter

**Motivations:**

- Display of various recycled materials.
- Powerpoint and Videos.
- Choice in materials.
- Choice in accessory.
- Fashion show critique.

**Procedures:**

1. Introduce TAB and Studio Habits of Mind
2. Learn about sustainability, where materials come from and limitations of materials.
3. Show examples of eco artists.
4. Show “Phil Hansen: Embrace the Shake” Ted Talk
5. Show “Cyrus Kabiru- Making Wearables from E-Waste” Video
6. Talk about what it means to transform trash and make artwork out of recycled materials.
7. Brainstorm accessory ideas and take a look at available recycled materials.
8. Create an accessory or accessories out of trash and or recycled materials.
9. Share work in the class fashion show critique and explain rationale behind their masterpiece.

**Differentiated Instruction Strategies:**

Depending on the individual student and their specific abilities modifications can take place such as...

- Student might be working with a special educator for added support.
  - Communicate and collaboratively come up with modified goals that work for that specific student.
- Student may be given added/ modified materials to cater towards specific needs
- Students can further their research on sustainability by looking up environmental art, eco artists, and artists reinventing trash.
  - Example: The artist ‘Swoon’ making rafts out of trash and sailing them down rivers through cities.

### **Assessment:**

#### **Formative-**

- Observe student work and progress
- TAB journal entries to assess understanding

#### **Summative-**

- Fashion show to present artwork to class
- Self assessment on TAB rubric, including artist statement

### **National Core Visual Art Standards:**

#### **Creating:**

- **Conceiving and developing new artistic ideas and work-**  
*Anchor Standard: generate and conceptualize artistic ideas and work.*  
Apply methods to overcome creative blocks.

#### **Responding:**

- **Understanding and evaluating how the arts convey meaning-**  
*Anchor Standard: Perceive and analyze artistic work.*  
Explain how the method of display, the location, and the experience of an artwork influences how it is perceived and valued.

### **Possible Resources:**

**Artists-** Andy Goldworthy, Cyrus Kabiru, Phil Hansen, ‘Swoon’

Cyrus Kabiru- Making Wearables from E-Waste Video:

<https://www.youtube.com/watch?v=jv--ezAQOrY>

Phil Hansen- Embrace the Shake TED Talk:



[https://www.ted.com/talks/phil\\_hansen\\_embrace\\_the\\_shake?language=en#t-572617](https://www.ted.com/talks/phil_hansen_embrace_the_shake?language=en#t-572617)

**Possible Lesson Extensions:**

- Students can combine recycled materials with natural materials to expand knowledge of sustainable ecosystems.